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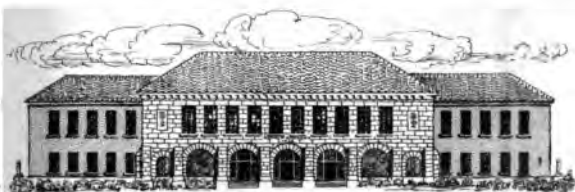
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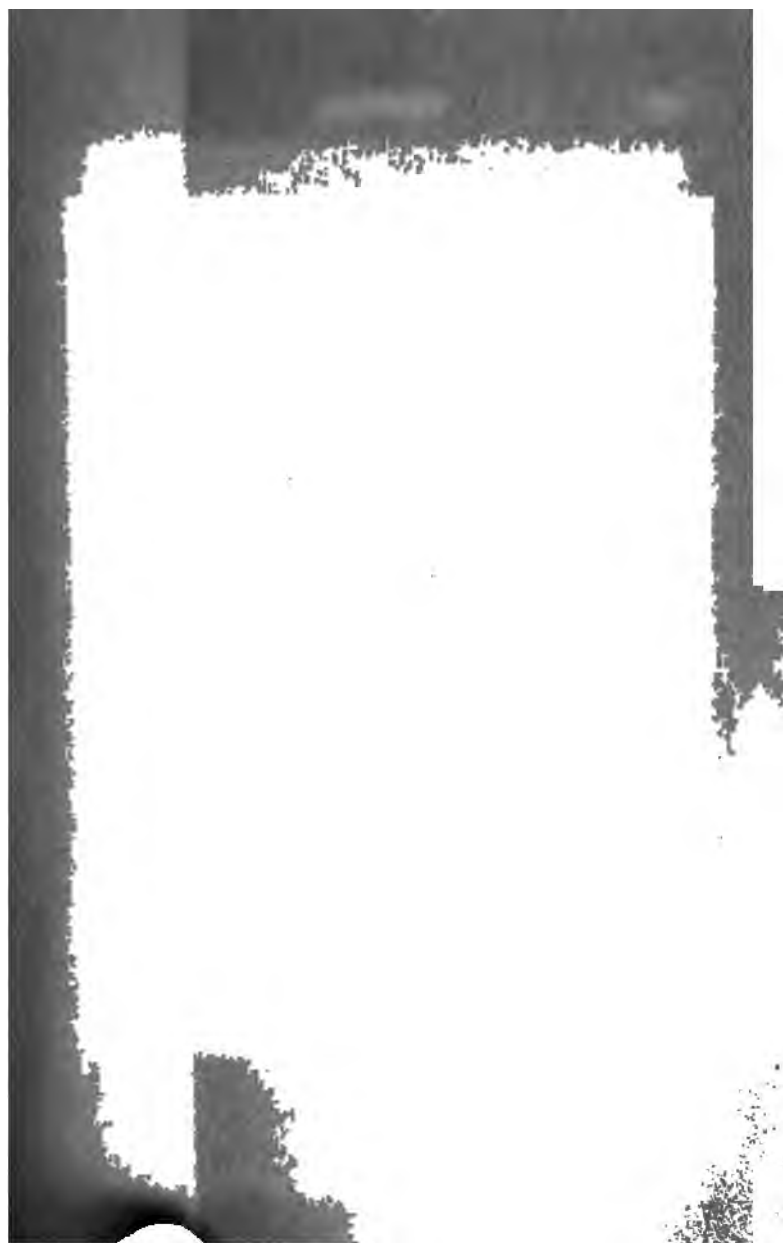


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YBARRI GORRAT

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## PREFACE.

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THE matter contained in the following pages was prepared for the "History of Western Massachusetts," edited by Josiah Gilbert Holland, and recently published by Samuel Bowles & Company.

To those interested in tracing the history and progress of Education, in this section of the Commonwealth, who may not have access to the original work, the following facts and suggestions, gathered with much care and labor from widely scattered authorities, are presented in a convenient form for reference.

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### TABLE OF CONTENTS.

|                                                                                                              | Page. |
|--------------------------------------------------------------------------------------------------------------|-------|
| Early History of Education in the State, . . . . .                                                           | 474   |
| Educational Interests in Springfield, . . . . .                                                              | 478   |
| In Northampton, . . . . .                                                                                    | 483   |
| In Southampton, . . . . .                                                                                    | 485   |
| Williston Seminary, . . . . .                                                                                | 486   |
| Hopkins Academy, . . . . .                                                                                   | 487   |
| Mount Holyoke Female Seminary, . . . . .                                                                     | 489   |
| Westfield Academy, . . . . .                                                                                 | 492   |
| Normal School, . . . . .                                                                                     | 493   |
| Monson Academy, . . . . .                                                                                    | 494   |
| Wesleyan Academy, . . . . .                                                                                  | 495   |
| Education in Berkshire County, . . . . .                                                                     | 497   |
| Pittsfield Young Ladies' Institute—Pittsfield Seminary for Young Ladies—Berkshire Medical College, . . . . . | 498   |
| Lenox Academy, . . . . .                                                                                     | 499   |
| Deerfield Academy, . . . . .                                                                                 | 500   |
| Greenfield Schools—Shelburne Falls Academy, . . . . .                                                        | 501   |
| New Salem Academy—Northfield Institute—Goodale Academy—Williams College, . . . . .                           | 502   |
| Schools of Ware, . . . . .                                                                                   | 507   |
| Mt Pleasant Classical Institution, Amherst—Amherst Academy—Amherst College, . . . . .                        | 508   |
| Family Schools, . . . . .                                                                                    | 513   |



## CHAPTER V.

### THE EDUCATIONAL INSTITUTIONS OF WESTERN MASSACHUSETTS.

It may seem somewhat incredible to our staid New England people, that a monk, one of the most rigid supporters of his order,—in the center of Europe,—back in the fifteenth century, should have been more directly instrumental than any other human being, in dotting the hills of Berkshire and the valley of the Connecticut with school houses, and diffusing general intelligence among the people. Yet such seems to have been the fact. Nay more : had not the papal authority transferred the right to sell indulgences from the Augustine friars, among whom Martin Luther was an intolerant champion, to the Dominicans, instead of free protestant schools and institutions, the whole character of this population, and public sentiment in all respects, might have been totally different from what they now are. The spirit of the Reformation which followed the opposition of Luther to the papacy, extended to the northern part of England ; and from the counties of Nottinghamshire, Yorkshire and Lancashire came those men who, abandoning their native soil, “resolved whatever it should cost them,” to enjoy liberty of conscience. In 1608, they first made their escape from persecution to Holland, where they remained in peace and were greatly prospered, during a period of about twelve years.

A desire for undisturbed enjoyment of religious opinions and principles, is usually considered to have been the principal cause which induced our puritan fathers to brave the dangers of an untried ocean, and adopt a western wilderness, as their home. But it appears from authentic sources that their anxiety for the welfare of their children,—for the right training and education of their youth,—to save them from the besetting immoral tendencies which everywhere surrounded them in Holland, had more immediate and direct influence in hastening their determination to remove, than any other circumstance. Had it not been

for this, undisturbed as they were in the enjoyment of their religion, they might have made the first country to which they fled, their permanent residence; and who can tell what people would have possessed this fair land—what institutions would have characterized it? In nothing did our ancestors manifest wiser forethought, or more marked prudence and sagacity, than in raising up a generation of men who should be worthy successors of themselves,—men of stern integrity,—capable of transmitting to posterity the principles—the frame-work of a free, a happy, and a mighty nation. No sooner had those refugees from tyranny and persecution planted their feet upon this soil, than the noble system of educating *all* for higher spheres of usefulness and happiness was commenced.

In June, 1630, Winthrop and others established themselves on the spot where Boston now stands. Within five years from that time, and fifteen after the landing at Plymouth, there is ample evidence of the establishment of a *Free School* in Boston. As the neighboring towns were subsequently settled, among the first acts of the people are found measures for the organization, and provision for the support, of schools, for the youth of all classes.

The following may be taken as a specimen of the manner in which the people moved spontaneously for the education of the children. It is taken from the town records of the present city of Salem, dated September 30, 1644:

“Ordered” (by the magistrates) “that a note be published on next lecture day, that such as have children to be kept at schoole, would bring in their names, and what they will give for one whole year; and also that if any poor body hath children, or a childe to be put to schole and not able to pay for their schooling, that the town will pay for it by rate.”

The founding of a college, and the instruction of *all* the children in the English tongue, the capital laws, and the grounds and principles of religion, were among the first objects of attention in the Massachusetts colony. As early as 1636, the General Court appropriated £400 for the erection of a public school at Newtown, afterwards called Cambridge, in memory of the place in England where many of the first settlers received their education. In 1638, John Harvard, a minister of Charlestown, died, leaving by will £779 17s. 2d. for the benefit of this institution, and by

order of the General Court, in honor of its earliest benefactor, it was named HARVARD COLLEGE. It may be interesting to many, at the present day, to know what slender contributions were gratefully received by this institution, in the early period of its existence, ranking, as it now does, among the wealthiest in the land. We quote again from the records of Salem, date 1644:—"As suggested by the Commissioners of the United Colonies, to use their influence, that every family allow one peck of corn, or 12d. in money, or other commodity, to be sent in to the Treasurer of Cambridge College, or where in Boston, or Charlestown, he may appoint."

Great reliance was, very properly, placed on efficient family government and instruction. As early as 1642, we find the Legislature devoting attention to domestic education, and the proper training of children in families. The following preamble and legislative order, will give an idea of the family government required, and the reasons used to enforce it:

"Forasmuch as the good education of children is of singular behoof and benefit to any commonwealth; and whereas many parents and masters are too indulgent and negligent of their duty in that kind:

"It is therefore ordered by this Court and the authority thereof,—That the Select-men of every town in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbors, to see, first, that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach by themselves or others, their children and apprentices so much learning as to enable them to read perfectly the English tongue, and knowledge of the capital laws, upon a penalty of 20s. for each neglect therein; also that all masters of families do, once a week, at least, catechise their children and servants in the grounds and principles of religion; and further, that all parents and masters do breed and bring up their children and apprentices in some honest, lawful calling, labor or employment, either in husbandry, or some trade profitable to themselves or the Commonwealth, if they will not, nor cannot train them up in learning to fit them for higher employments. And if the Select-men, after admonition by them given to such masters of families, shall still find them negligent of their duties in the particulars afore-mentioned, whereby children and servants become rude, stubborn and unruly, the said Select-men, with the help of two magistrates, shall take such children or ap-

prentices from them, and place them with some master for years,—boys till they come to twenty-one,—and girls till eighteen years complete, which will more strictly look unto and enforce them to submit to government, according to the rules of this order, if by fair means and former instructions they will not be drawn into it.”

Corporal punishment was not unfrequently inflicted upon offending children and apprentices, by the magistrates. Not to keep and maintain the schools required by law has been an indictable offense in Massachusetts since 1647. The following is an act of that year:

“ It being one chief project of that old deluder, Satan, to keep men from the knowledge of the scriptures,—as in former times by keeping them *in* an unknown tongue,—so in these latter times, by persuading them *from* the use of tongues, so that at least, the true sense of the original might be clouded with false glosses of saint-seeming deceivers; and that learning may not be buried in the graves of our forefathers in church and commonwealth, the Lord assisting our endeavors; It is therefore ordered, &c.”

Here follows the enactment which stands upon our statute books, substantially the same, to this day, whereby all towns having a certain number of families shall maintain public schools of various grades from the primary to the high school. And this, it should be remembered, was in 1647,—or more than two hundred years ago. During the same year, an additional law was enacted, requiring every town of *one hundred* families to “maintain a grammar school in which children may be prepared for college;” to which still another was added in 1683, providing that every town containing *five hundred* families, should maintain *two* grammar schools and two writing schools,—a burden which, considering the feeble means of the colony, and the dark period in which it was assumed, was no doubt vastly greater than any similar burden that has been borne since; and when compared with the present wealth of the State, greater than any one of its civil expenses. It is a singular fact, too, that no legal requisitions made since, have, even in name or form, come up to this noble standard, established by our poor and suffering forefathers in the middle of the 17th century. It is wonderful, too, that such views and such a spirit should prevail, when we reflect

that these men had just come from a land where equal rights and privileges were altogether ignored; where the wealthy inhabitants could educate their children as they pleased, to such an extent and for such an object as they chose, to occupy the places of honor and emolument from which the poor must be forever excluded, because of their incompetency and ignorance,—to remain “hewers of wood and drawers of water.” But probably their own personal experience had taught them, by contrast, those principles by which men can govern themselves and grant equal privileges to all.

This cursory view of the action taken by the early settlers of Massachusetts, exhibits something of the importance they attached to education, as an element of national as well as individual character. The lesson which the Puritans had been taught by the dangers to which their children had been exposed in Leyden, undoubtedly urged them to perform with greater efficiency the duties of family government and instruction. Hence their great solicitude to have their children trained “to some honest, lawful calling, profitable to themselves and the Commonwealth,” that they should attend meeting on the Sabbath, and behave with decency and reverence during the time of public worship. Special care was taken to prevent their being out at unseasonable hours, or in improper company. To prevent parents from being neglectful in these matters, if any were so inclined, the laws were made exceedingly stringent, of which the following extract affords an illustration:

“This Court do hereupon order and decree that the chosen men appointed for managing the prudential affairs of the town shall have power to take account, from time to time, of the parents and masters and of their children, concerning the calling and employment of their children, to impose fines upon all those who refuse to render such account to them when required; and they shall have power (with consent of any court or magistrate) to put forth and apprentice the children of such as shall not be able and fit to employ and bring them up, nor shall take course to dispose of them themselves; and they are to take care that such as are set to keep cattle, be set to some employment withal, as spinning upon the rock, knitting, weaving tape, &c.; and that boys and girls be not suffered to converse together so as may occasion any wan-



ton, dishonest, or immodest behavior. And for the better performance of this trust committed to them, they (the magistrates) may divide the town amongst them, appointing to every of the said townsmen a certain number of families to have the special oversight of; they are to provide also that a sufficient quantity of materials, as hemp, flax, &c., may be raised in the several towns, and tools and implements provided for working the same. And for their assistance in this so needful and beneficial employment, if they meet with any difficulty or opposition which they cannot well master by their own power, they may have recourse to some of the magistrates who shall take such course for their help and encouragement as the occasion shall require according to justice; and the said townsmen, at the next court in those limits, after the end of their year, shall give a brief account in writing, of their proceeding therein."

With such domestic care and training, the common school, limited and deficient in its means, as it was, proved, unquestionably, more effective in its results, in many respects, than it has in modern times. Then, temptations and objects calculated to divert and distract the mind were less common; the moral feelings and sentiment were generally cultivated with more faithfulness at home, than at the present day. The prevailing public sentiment, as it then existed, had a powerful influence to keep the young under restraint, scarcely known at present. Individual responsibility then accomplished what is now thrown, in a great measure, on the Sabbath school, the day school and general influences, to effect.

The views and principles of the first settlers of Massachusetts thus recited have a general application to every portion of the Commonwealth. The spirit which actuated them at first was manifested in every subsequent settlement throughout the colony. Wherever a band of hardy adventurers located themselves, there we find the same elements both of individual and associated character. The church and school, or means of instruction, in some form, were among the earliest objects of their attention. By way of illustration, let us follow some of the pioneers from their homes in the East, to the Western wilderness on the banks of the Connecticut.

Springfield was the first settlement in Western Massachusetts. William Pynchon who has been styled the

founder and father of the town, came, with his associates, in 1636. The Legislature first recognized the settlement as a town in 1641. Three years after is found the first record relating to the care and training of youth. Among the duties devolving upon the Selectmen were the following:—"To hear complaints, arbitrate controversies, to lay out highways, see to the scouring of ditches, to the killing of wolves, *and to the training of children in their good ruling, &c.* A tract of land at the lower end of Chicopee plain, on the west side of the "great river," is said to have been appropriated by the town in 1654, "either for the helping to maintain a school master, or ruling elder, or to help bear any other town charges." The land was for many years rented, and the income expended in the support of schools. The first school house was built in 1679. It was 22 by 17 feet, the height of the walls was 8 1-2 feet, and there was a chamber in it. The following entry is found in the book of Selectmen's orders in the year 1682. "The Selectmen agreed with Goodwife Mirick, to encourage her in the good work of training up of children and teaching children to read, that she should have 3d. a week for every child that she takes to perform this good work for."

As the population increased, the schools likewise became more numerous. During the past one hundred and fifty years, provision has been made for the support of public schools, and a grammar school has, with very short intermissions, been kept in addition to those of a lower grade. The appellation of "grammar school," formerly applied to a very different class of schools from what we now understand by that term. Throughout the whole code of school laws, from 1647 to about 1825, when allusion was made to grammar schools, it was understood to be one in which the Latin and Greek languages were taught—where young men were prepared to enter college.

Although the law of 1642 was general in its character, and required that instruction should be furnished to all, yet it did not render it free at this time, nor impose a penalty upon municipal authorities for neglecting to maintain public instruction. But such was the irresistible conviction of the people that this was an indispensable element in their existence as a Commonwealth, that they were a law unto

themselves, and voluntarily made those provisions which they deemed essential for their welfare as a community, both for the present and all coming time. The peculiar circumstances of the Pilgrims, however, soon led them to decide that for all classes of public schools, compulsory measures must be adopted. Even among the Puritans, there were those so anti-puritanic that they were satisfied with the gratification of their "grosser nature," and the acquisition of "material substance." The sparseness of the population; the severe labor required to supply with their own hands the means necessary for a comfortable subsistence; the dangers that beset them on every hand from the hostility of their savage neighbors; the management of their municipal affairs, which not only demanded the enactment and execution of the laws, but required, during their progress, the invention of a system of government of which there was no model or prototype; such embarrassments, together with many of like character, of which it would be difficult, now, to form any adequate conception, made it necessary, at an early period, to throw safeguards around their institutions of learning, which should insure that attention necessary for their support and efficiency. Accordingly, in 1647, a law was passed rendering the maintenance of schools compulsory, whereby the privileges of instruction should be afforded *free*, to all. By this law, every town containing fifty householders was required to appoint a teacher, "to teach all such children as should resort to him to write and read;" and every town containing one hundred families, or householders, was required to "set up a grammar school," whose master should be "able to instruct youth so far as they may be fitted for the university." The penalty for neglecting to comply with these requirements was fixed, at first, at five pounds per annum. In 1671, the penalty was increased to ten pounds; in 1683, to twenty pounds; in 1718, to thirty pounds for every town containing one hundred and fifty families, and to forty pounds for every two hundred families, and so on, at the same rate, for towns consisting of two hundred and fifty and three hundred families.\*

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\*Hon. Horace Mann estimates the relative value of money and labor such that it would take a laborer (having board) four hundred

Springfield maintained her "grammar school" except at short intervals, down to about the year 1820. From about 1812, the "old Academy," a private institution, started by an association of gentlemen, became a partial substitute for it; but both had ceased to exist in 1824. In the year 1827, an attempt was made to introduce the Lancasterian, or monitorial system of instruction, for the reason, as found on the records, that "the small funds and large number of scholars render the old mode impracticable." But this experiment continued only through the second year. It was soon ascertained that the only practical mode of obviating the difficulty was, to keep up a due proportion between the "large number of scholars" and the amount of funds necessary to educate them. In 1828, the grammar school was revived, under the modified form of a "Town High School," for the benefit of all the inhabitants of the township. The first principal of this school was Story Hebard; the second, Simeon H. Calhoun, now a missionary on Mount Lebanon, in Syria. It was designed and used exclusively as a school for boys. It is a remarkable fact that in all the liberal provisions for grammar and high schools, until within the last dozen years, everything has been done to give boys a superior education, but nothing for girls. Springfield has not been alone guilty of this delinquency. Boston, which, from time immemorial, has furnished its Latin and English high schools for boys, has never, until within the last five years, afforded the same privileges to girls. In the history of the heathen nations all over the globe, in all ages, it has been a matter of notoriety that males alone have been deemed worth educating and elevating to high positions of usefulness and enjoyment. A different philosophy is beginning to prevail: as opportunities are offered, females are found eager to improve them, and the community is already beginning to reap the benefit, in the largely increased number of thoroughly trained and competent female teachers, and in greater refinement in the family circle, and wherever in society the female mind exercises an influence.

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and eighty days to pay a fine of one pound; and that the first penalty imposed (five pounds) would be equivalent to the work of a common laborer (with board, but without clothing,) to twenty-four hundred days; or all the working days in almost eight years.

Previous to the Revolution, male teachers were almost exclusively employed; and it is only within the last quarter of a century that females have been employed to take charge of winter schools, the opinion formerly prevailing that they were incompetent to teach older pupils, and that they were deficient in an essential element of government—physical strength. Nor is such a supposition a matter of wonder, if we reflect that a young lady was considered sufficiently educated when she had learned to read. To be able to write, or understand the science of numbers, was deemed unnecessary. It is said that few of our puritan mothers were able to write their names; and that the wives of many distinguished men, when required to sign deeds, or other legal documents, could only leave their mark. But public sentiment and general practice are both reversed, and a new controlling element is becoming developed, destined to exercise an influence on the character of this people, such as has never been witnessed in any nation on the globe.

The present High School in Springfield began in 1841, as a school of a higher order, for the central district in the town. In 1849, in accordance with the law, then just re-enacted, requiring the larger towns to maintain a High School, it was opened for the benefit of the whole town. It comprises both sexes, but the number of females is usually nearly double that of males. Latin, Greek and French, together with all the higher English branches and mathematics, usually found in academies, are taught in this school. The public schools, in all the more densely populated districts of Springfield, are now thoroughly graded. The children of the primary department pass to the intermediate, and thence to the grammar school. The pupils in the highest class in all the grammar schools are candidates for the high school, to which they are admitted as they are found qualified on examination. Rev. Sanford Lawton was appointed the first principal after its re-organization in 1841; he was succeeded by Ariel Parish in 1844, and it still remains under his charge.

Numerous private schools have existed since the legislative act of 1712 went out of date, declaring "that none shall keep a school, but such as are of sober and good conversation, with the allowance of the selectmen. and if any

person shall be so hardy as to set up a school without such allowance, he shall forfeit forty shillings to the use of the poor of the town." But few of them have been of much note, until within the last twenty or thirty years. Among the earliest schools of this class were those opened for girls, which seemed necessary from the fact that all provision for instruction of a high order appeared to have been made with a special reference to the education of boys, to which allusion has already been made. Between 1812 and 1820, a part of the old Academy building was occupied by female teachers of private schools, for girls. In 1829, an association of gentlemen attempted to establish a Female Seminary of a more elevated character than had existed in this part of the State. Under the charge of Miss Julia Hawkes, it acquired a high reputation for thoroughness, and gained a high degree of popularity. Its existence, however, was brief, and was succeeded by the school opened under the direction of Rev. George Nichols, which continued till about 1843, when it went into the hands of Misses Mary and Celia Campbell, in whose charge it continued till within the last four or five years. Under their care, it was deservedly a favorite and popular institution. Although patronized chiefly by the inhabitants of the town, many of its pupils were from abroad, and it performed a valuable service for those who enjoyed its privileges. Indeed, in the absence of public provision for female education, such a school was indispensable to the wants of the community.

About the year 1833, Rev. Sanford Lawton opened a private school for boys, which he continued till called to take charge of the higher grade of public schools in 1841. From that time, he was succeeded by several teachers, who received pupils of both sexes, and during the past six or eight years it has been placed on a more permanent basis by E. D. Bangs, and is known as the "Springfield English and Classical Institute."

In noticing the schools and school system of Springfield thus in detail, undue prominence is not sought to be given to them, but they are presented and described as the type of the schools and school systems of the region.

Northampton originally comprehended nearly all the territory bordering the Western bank of the river between

the North and South limits of Hampshire County, as it now exists—including the present towns of Easthampton, Westhampton and Southampton, and a part of Hatfield and Montgomery. A settlement was commenced there in 1654. From 1662 to 1812, Northampton was the half-shire town of Hampshire County, comprising the three river Counties—Hampden, Hampshire and Franklin. As one of the oldest and most important towns, early action on the subject of education would naturally be sought for here; and we accordingly find that action was taken in the matter as early as 1663. In 1748, it was voted to have schools in “distant parts of the town, to instruct in reading and writing, viz: on the Plain, over Mill River, Bartlett’s Mills, and new Precinct.” In 1750, the Selectmen were ordered to provide a schoolmaster for the “Second Precinct.” The present town of Southampton is that section known as the Second Precinct.

Previous to 1748, no school room was kept except in the old village; but after that time appropriations were made with a good degree of regularity, for the “distant parts of the town.” “Schools were kept by *men*, and in the *Winter and Spring only*.” The common price for teaching was six shillings a week, or twenty-four shillings a month, and the teachers boarded themselves. When the teacher lived out of the district, something more was given. But this was not so insignificant a price after all, if we take into consideration the relative value of employments, and the expense of living. Besides, men were able to earn something in this way, when, during the winter season of the year, no other profitable employment could be obtained.

It should not be inferred that, because recorded action, relating to schools, is not abundant in the earlier days of Northampton, particular attention was not paid to the subject of education. It is well known that next to the regular preaching of the gospel, our ancestors were anxious to secure the blessings of the common schools; and those who settled in this region were no exception to those of whom we have the fullest evidence that the education and proper training of their children were prominent objects of attention. When, to obtain the necessities of life, it required daily and incessant toil, of the most rigorous character, and when men could not safely labor in the

field without a sentinel at their side to guard against the insidious approach of a savage foe, and were obliged to carry arms to church on the Sabbath, it is not a subject of wonder that formal action was not had and a full record of proceedings made.

Few towns of its size in Western Massachusetts have manifested a deeper interest in the success of their public schools than Northampton. This institution has been cherished by the people from the earliest period down to the present; and the systematic, efficient action of the School Committee, for many years past, together with the liberal appropriations of the people, fully corroborate the assertion. Two high schools, one for boys, and the other for girls, have for a long time been sustained. Recently, however, the two have been combined under an arrangement which promises still greater efficiency. Northampton has likewise been distinguished for her private schools. It was about the year 1830 that the Round Hill Boarding School flourished, under the charge of Hon. George Bancroft. More recently, the Gothic Seminary, a boarding and day school for young ladies, under the direction of Miss Margaret Dwight, acquired an excellent reputation. At present, the same building is occupied by Lewis J. Dudley as a family boarding school for boys.

Southampton has had her voluntary or select schools, almost from the commencement of the present century to the establishment of the Academy, in which opportunities have been furnished for the more complete education which was commenced at the primary school. In 1828, a charter for an Academy was obtained, for the erection of which, Silas Sheldon most liberally contributed between \$2,000 and \$3,000, and from him it received the name of Sheldon Academy. The institution for many years answered the expectations of its friends, but the increasing number of similar institutions, in the vicinity, diminished the attendance from the towns, and it is now little more than a select school, kept a part of the year for the benefit of the inhabitants of the place.

Of the individuals who have most fully identified themselves with the cause of education, the name of Rev. Vinson Gould deserves a passing notice. He was settled as a colleague pastor with Mr. Judd in 1801. His experience



as a teacher, and the earnest interest which he manifested in school instruction, rendered his influence very efficient. He possessed a remarkable facility for adapting his remarks to the capacities of those whom he addressed. Whether in the primary school, or as a member of the board of trustees in some Academy in the neighboring towns, he inspired all around him with fresh vigor in the cause.

This section of the State has been wonderfully prolific of educated men. Prof. B. B. Edwards, a native of this town, says: "the County of Hampshire has furnished more students for college, with possibly a single exception, than any other county in the United States. The town of Southampton, it may be said, without any undue exultation, is in this respect at the head of the county. In all that is paramount to all things merely political or social, it is the banner town, of the banner county, of the banner State." Between 1765 and 1845, about 48 individuals belonging to this town, received a college education. To this number may be added twenty or more from the little town of Easthampton adjoining, both towns formerly a part of Northampton, making an aggregate of some *seventy* persons who have received the honors of college; and the population of both towns united, as late as 1840, did not exceed two thousand inhabitants. Of this number of educated men, nearly fifty became ministers of the gospel. Perhaps nowhere in the commonwealth is the crowning excellence of the public school exhibited so clearly in its far reaching influence as in the instance just recited. From the humble beginnings of the early settlers, the common school system grew more and more into favor with the people, and became so firmly established in their affections, as one of the most valuable privileges in their possession, that it never ceased to prosper; and the fruits are visible in the highly intelligent population now dwelling in those towns,—in the widely extended agency of those men of thoroughly cultivated intellect,—and in the two valuable institutions which have grown up there, and diffused their benign influence over a multitude of minds, destined to do much towards controlling public sentiment and action.

WILLISTON SEMINARY was opened for the admission of students, in Easthampton, in December, 1841. It was incorporated with power to hold \$50,000 for educational

purposes; and not only that amount, but some \$5,000 more have been bestowed by its munificent founder, Samuel Williston, and expended in its establishment and endowment. This institution has been favored with pecuniary advantages, which few academies and schools in Western Massachusetts have enjoyed. In consequence, it has been able to afford superior advantages to students who have resorted to it for instruction. Furnished with a suitable number of well qualified teachers, the division of labor in the various departments has rendered the instruction more efficient than it can be in schools where the minds of teachers are embarrassed and distracted by a multitude of duties. Although originally designed for males, a building was erected early for the accommodation of females. As a classical institution, few schools in the State sustain a higher reputation. The English Department is richly supplied with apparatus, and thorough instruction is given in it. Rev. Luther Wright was its first Principal, and continued at its head some ten years. The number of teachers employed is from eight to ten, and the number of students ordinarily in attendance is from 175 to 200.

Hadley was settled in 1659. In the absence of any definite information respecting its common schools during the early period of its history, it may be reasonably inferred that a like spirit prevailed, and that a similar course of action was adopted to that already described in other neighboring towns. The original founders of the town, John Webster and John Russell, with nearly thirty followers attending each, came from Connecticut. The former was appointed Governor there in 1656, and sustained that office several years. Mr. Russell was a minister at Wethersfield, and about thirty of his congregation accompanied him, and he became the first minister of Hadley. The character of these men was such as to insure a faithful attention to so important an element of prosperity in the colony as education. The institution known as "Hopkins' Academy," deserves attention. Three years before the settlement of Hadley, Governor Edward Hopkins, then of England, died in London, and by his last will bequeathed a part of his property for the encouragement of learning in New England. He had been in earlier life a London merchant, but removed to New England in 1637, and es-

tablished himself at Hartford, Conn., and was Governor of that State every alternate year from 1640 to 1654. In his will, he says: "and the residue of my estate there, (in New England,) I do hereby give and bequeath to my father, Theophilus Eaton, Esq., Mr. John Davenport, Mr. John Cullick and Mr. William Goodwin, in full assurance, and trust, and faithfulness in disposing of it, according to the true intent and purpose of me, the said Edward Hopkins, which is to give some encouragement in those foreign plantations for the breeding up of hopeful youths, both in the grammar school and college, for the public service of the country in future times." He afterwards bequeathed "£500 to be made over to New England," for a like purpose. Mr. Davenport, one of the trustees, was a minister in New Haven, and Mr. Goodwin seems, at this time, to have resided in Hadley, though he had previously been an inhabitant of Hartford. These two gentlemen soon became the only survivors of the trustees, in whom was vested the power of disposing of the funds. They decided to "give to the town of Hartford the sum of £400, \* \* \* \* \* for and towards the erecting and promoting a grammar school at Hartford. We do further order and appoint that the rest of Mr. Hopkins' estate, both that which is in New England, and the £500 which is to come from Old England, when it shall become due to us after Mrs Hopkins' decease, be equally divided between the towns of New Haven and Hadley, to be in each of the towns respectively managed and improved towards erecting and maintaining a grammar school in each of them." Mr. Goodwin, in a certain agreement with the town, desired that the "name of the school may be called the HOPKINS SCHOOL." Such was the foundation of this institution. Other donations were made by various individuals, and the income of the funds is between five and six hundred dollars per annum. It appears that but a small portion of the sum bequeathed by Mr. Hopkins ever reached Hadley. Three hundred pounds were invested in building a "corn mill," which was burnt by the Indians; and two hundred and fifty pounds to be paid at the decease of Mrs. Hopkins *never came to Hadley*. The corporation of Harvard College, hearing that such a legacy was left for the benefit of New England, took measures to secure it for

that college, and appointed an agent in London, remitting forty pounds sterling to stimulate and aid him. He was successful. In 1840, according to President Quincy, these funds, "on a foundation of productive and well secured capital, amounted to nearly thirty thousand dollars."

In 1816, the Hopkins school became an incorporated institution, under the name of HOPKINS ACADEMY. The expense of the present building was met, partly by individual subscriptions, and partly by half a township of land in Maine, granted to the Academy by the Legislature in 1820. The benefits arising from the funds are now open to all, whether belonging in Hadley or not. By a recent catalogue, it appears that of the 113 pupils who attended the school during the year, 69 were from Hadley, 13 from other towns within the present County of Hampshire, and 31 from other places.

In the town of South Hadley, formerly a precinct of Hadley, is located the MOUNT HOLYOKE FEMALE SEMINARY. This institution possesses many remarkable traits of character, and should receive a more extended notice than our limits will allow. Fortunately, the public have a full and graphic account of its inception, establishment and leading features, in the memoir of Miss Mary Lyon, its founder and first principal, prepared by Dr. Edward Hitchcock, late President of Amherst College. A brief sketch of its history and some of its leading characteristics only can be given here. No intelligible account of this institution can be presented without associating the name of Mary Lyon with the very walls of the building, from the corner stone to its completion, and with the minutest details of all its operations, from the day it was opened to the hour of her death. Born upon a "little rock-bound farm" in the retired town of Buckland, Franklin County, deprived of a father's care at the age of five years, the fifth of seven children, all dependent upon a very slender patrimony and the efforts of a widowed mother, her early advantages were exceedingly limited. From her childhood, she exhibited those peculiar elements of character which were so prominently developed in after life, and gave her success in every enterprise in which she embarked. She acquired her early education by extraordinary efforts on her part, and commenced her career as a teacher near

Shelburne Falls, receiving a compensation of *seventy-five cents* a week and board. After an experience of several years as a teacher, in various towns in Franklin County, she became associated with Miss Z. Grant in the Ipswich Seminary, Essex County, Mass. Here she had acquired maturity of mind and character, which led her to look forward to the accomplishment of some important result. The great theme of her contemplation and the object of her labors seemed to be, to devise a plan whereby female education might be elevated, and, at the same time, placed within the reach of those possessed of humble means. After surmounting obstacles that would have crushed any mind of ordinary capacity and energy, the result of her efforts was the establishment of Mount Holyoke Female Seminary, at South Hadley.

The funds for the erection of the building were obtained chiefly by donations, and its rooms were ready to receive eighty pupils in the autumn of 1837. The main building is ninety-four feet by fifty, five stories high, including the basement. A wing has been added to each end of the main building more recently, by which the capacity of the structure has been more than doubled. A very prominent feature of the institution is, that it is strictly a family school on a large scale, to which no day pupils are admitted, and in which no domestics are employed. The labor of the establishment is divided among the whole number, each young lady having her portion assigned her, for which she is made responsible for a given time. Frequent changes are made, that each individual shall have a suitable variety in her employment; and great care is taken that the strength of none shall be over-taxed. It will be perceived, at once, that perfect system and order are absolutely essential to success, and these are carried through all the departments, both of labor and instruction. An error seems to prevail in many minds respecting the performance of labor here, viz: that it is one object of the seminary to teach pupils the science of domestic labor and management of household affairs, as a branch of instruction. All teaching in this department is incidental, each pupil performing that which she can do to the best advantage, the main object being to keep the expenses of the school at the lowest

point practicable, and preserve or acquire habits of industry in the pupil.

The course of instruction embraces three years and three classes—the Junior, the Middle and the Senior. No candidate is received under sixteen years of age. The course embraces a wide range of studies, confined mostly to higher English branches and mathematics, though Latin and French are among the studies prescribed, and can be extensively pursued: indeed, a thorough knowledge of Latin is deemed quite essential. Linear and perspective drawing and instrumental music receive attention.

One grand object of this seminary was to furnish a supply of well qualified female teachers. In this respect it has accomplished a great work, a large proportion of its graduates having entered this field of employment. The popularity of the school has been remarkably uniform, having never waned from the beginning, not even when many predicted its downfall, on the death of its founder and accomplished principal, Miss Lyon, in 1849. At no time has its number been so great as during the past year, and never have so many been refused for want of room;—probably more than seven hundred applicants were unable to obtain admission at the beginning of 1854.

The town of Westfield, in the present County of Hampden, was nearly cotemporary with Northampton and Hadley, in its settlement. Woronoco, the Indian name of the place, was included in the original grant made to the first settlers of Springfield, and was first settled principally by families from that town. The spirit which characterized the Plymouth and Massachusetts colonists, with respect to education, prevailed among the original inhabitants of this town. Poor as they were, and subject to hardships of the severest kind, they never lost sight of the proper training and instruction of their children. From the commencement of this settlement, a schoolmaster was employed six months in a year, and, at a later period, through the whole year. The salary per year was from £38 to £50, paid in grain or money; a greater sum in proportion to the means than is paid to teachers at the present day. In accordance with the usual custom of the times, the selectmen performed the duties of school committee. For a century, all the children attended one school. The instructor was

usually a man competent to teach the Latin and Greek languages. A school was first taught by a female in 1726. She was paid twenty-five shillings per month. Although the education of females was limited, all were taught to read and write. As the population and wealth increased, facilities were provided for furnishing more efficient instruction.

**WESTFIELD ACADEMY.** In the spring of 1793, the inhabitants of the town voted to raise £600 towards the establishment of an academy. During the following summer, application was made to the Legislature for an act of incorporation, which was granted. The first meeting of the Trustees was held in 1797. Soon after this, over one thousand dollars were obtained by subscription. In the winter of 1798, half a township of land in Maine, (then a province,) was given to the institution by the State, which was afterwards sold to John Berret, Esq., of Northfield, for the sum of \$5,000. From the amounts thus obtained, a fund was created, the interest of which, together with the income of the school from tuition fees, has been applied to defray the expenses of the institution. The present building was erected in 1798, and completed in 1799. The academy was first opened for the admission of students January 1, 1800, on which occasion a dedicatory sermon was preached by Rev. Dr. Lathrop of West Springfield, from Psalm 144: 12. The first preceptor was Peter Starr, who graduated at Williams College in 1799. He was afterwards tutor at Middlebury, where he studied law and now resides. He was assisted by Abijah Bisco, a graduate of Dartmouth in 1798, and by Luke Collins, a graduate of Williams College in the same year. The number of different scholars during the first year was 187. Ten of the number went through college, and four entered but did not complete their course.

Twenty-four preceptors have had charge of the academy during the fifty-four years of its existence, few remaining longer than from one to three years. Of those who continued longest in charge, were Emerson Davis, 14 years; Ariel Parish, 6 years; and Wm. C. Goldthwaite, 8 years, who is now the principal. The smallest number of pupils during any one year was 128, and the largest 432. Probably not far from ten thousand pupils have been con-

nected with the school since its commencement. Few institutions have been so uniformly prosperous during a period of more than half a century. The instruction given has been of an eminently practical character, especially since about 1822, when the natural sciences were taught more extensively than had been customary even in many higher institutions. It was at this time that it went into the hands of Rev. Emerson Davis. A classical department has always been sustained, in which a large number have been prepared for college. The deep interest which the inhabitants of Westfield have taken in the prosperity of the academy, and the kindly interest they have manifested towards the students while connected with it, have had great influence to give it success.

The NORMAL SCHOOL, established in Westfield, is a State institution. It was the second State Normal School opened in Massachusetts, under the Board of Education, and was first located at Barre, in September, 1839, under the instruction of Prof. Samuel P. Newman, who died in 1842. In 1844 it was removed to Westfield, and was under the charge of Rev. E. Davis two years, when D. S. Rowe was appointed principal. The latter continued until April, 1854, when William H. Wells, Principal of the Putnam Free School, Newburyport, was appointed to take charge of it. In September, 1846, the new building erected for the accommodation of the school was first occupied. The house cost about \$6,500, of which the State paid \$2,500, the town \$500, the central school district \$1,500, and the remainder was obtained by subscription. A model or experimental school is connected with the institution, the pupils of which belong to the center school district. In this department, the members of the Normal School have an opportunity of spending a portion of their time as assistant teachers. Applicants for admission to the school, if males, must be at least 17 years of age, and 16 years, if females. None are received for less than three full terms, two of which must be successive terms. Instruction is free to all members belonging to the State,—those from other States are charged \$6 a term, tuition. By a recent act of the Legislature, the sum of \$1,000 is to be divided among those who may find it difficult to meet the expenses of a year's attendance at the



Normal School, without aid. This assistance is afforded only to those who shall have attended their second or third terms,—and each individual receives a sum proportioned to the distance traveled. Those obliged to travel more than ten and less than twenty miles, receive about half as much as those traveling between twenty and thirty miles,—and those living more than thirty miles distant receive about three times as much as the first class. About 160 towns in eleven counties of the State have been represented in the school. Since its first establishment, about 900 (males and females) have been members of the institution. The instruction is confined strictly to English branches, with the design of qualifying teachers more thoroughly to understand and teach the fundamental principles of the various branches taught in the common schools. Lectures are frequently given, on modes of teaching, school discipline, &c., to prepare the teacher, in the most efficient manner, for his work.

Of the three academical institutions of Hampden County, **MONSON ACADEMY** was established second in order of time. It was incorporated in 1804, and the building was erected in 1806, by the contributions of the citizens of Monson. Dedicatory services were performed at its opening, in October, 1806, and a sermon was preached by Rev. Richard S. Storrs of Longmeadow. A half-township of Maine lands was given by the Legislature, the avails of which, with individual subscriptions, formed the basis of the general fund of the institution. In 1825, a fund was raised, of which the income is nearly \$400 a year, for the aid of indigent students, who might desire a liberal education, with a view to the christian ministry. The same year, a laboratory was built, and a fund formed by the donations of R. Flynt, to encourage excellence in the various branches of study. In 1842, the avails of this fund were devoted to the formation of the “Flynt and Packard Library,” for the use of the academy, which contains a rare collection of books, both for reference and general reading, for the judicious selection of which the institution is greatly indebted to its recent principal, Charles Hammond. Within a few years, the buildings have been remodeled and greatly improved; large additions have also been made to the chemical and philosophi-

cal apparatus, for which the citizens of Monson contributed nearly \$4,000. Among the deceased benefactors, the names of Joel Norcross and Rufus Flynt are honorably mentioned for their liberal donations. The first principal of the school was Rev. Simeon Colton, D. D., who left at the end of the first year, was re-appointed in 1821, and continued till 1830. He performed important services for the institution, in procuring funds, and in the purchase of apparatus in 1825. During the half century of its existence, fifteen principals have had charge of it, of whom Simeon Colton and Charles Hammond remained longest, the former nine, the latter eight years. The classical department has always sustained a high reputation. The whole number graduated from the institution and prepared for college previous to 1852 was 330,—the whole number who have become ministers and licentiates, 115. The female department is under the charge of a preceptress; the English department is taught by a gentleman, but both are under the general supervision of the principal. The New London and Palmer, and Amherst and Belchertown Railroads, which intersect the Western road at Palmer, four miles North of Monson, the former passing directly by the institution, render it easy of access.

WESLEYAN ACADEMY is located in North Wilbraham, ten miles East of Springfield, and about two miles South of the Western Railroad. It is under the control of the Methodist denomination, although not exclusively patronized by them. It was established in 1825. Rev. Wilbur Fisk, D. D., was its first principal, and his successors have been Rev. John Foster, A. M., Rev. David Patten, A. M., Rev. Charles Adams, A. M., Rev. Robert Allen, A. M., and Rev. Miner Raymond, D. D., who is now at the head of the institution. The amount of funds belonging to it is \$40,000, which have been obtained from private donations, legislative grants and the profits of the school,—invested in land, buildings, apparatus, furniture, &c. The course of study is extensive, including common English, mathematics, natural sciences, moral science and belles lettres, together with ancient and modern languages. Instruction is given in music—vocal and instrumental—also in ornamental branches. The institution is provided with very extensive apparatus, and a full course

of lectures is given in the department of Natural Science each term. Special care is taken to prepare for their duties those who design to engage in teaching. The trustees have recently expended about \$15,000 in the erection of new buildings, and in repairs on those formerly occupied. "Fisk Hall," recently erected, is a beautiful and convenient edifice. A large proportion of the students are provided with board and rooms at the boarding house, in two departments, one for ladies, the other for gentlemen. Diplomas or testimonials of the highest honors of the institution are conferred on members who sustain a high moral character, and accomplish the entire course of study in the various departments prescribed. The library contains about 1,500 volumes. Three Societies for mutual improvement are connected with the school, viz: The "Young Men's Debating Club and Lyceum," the "Union Philosophical Society," and the "Young Ladies' Literary Society." The number of teachers employed is ten,—the whole number of students during 1853 was over six hundred. About two hundred and fifty are ordinarily in attendance. Few institutions in the country have been more numerously attended, or have enjoyed greater prosperity than the Wesleyan Academy, for more than a quarter of a century.

South Wilbraham has, for several years, sustained by individual contributions a school of an academical character, of considerable merit.

Richard Dickinson, who died in Southwick in 1824, in his last will appropriated \$15,618,01 for the benefit of the schools of that town. The interest of a portion of this, not to exceed one half, goes to the support of a grammar school, and the remainder to the district schools. The result has been that the town is satisfied with the amount thus received, seldom taxes itself to aid the schools, and consequently receives nothing from the State funds. Mr. Dickinson voluntarily assumes to relieve the people from the burden of educating their children, by the donation he has made. Two or three towns only in Hampden County have sustained high schools. Chicopee has had such a school in the village of Cabotville, during the last fifteen years, supported on a liberal scale, which has produced excellent results. Another at Chicopee Falls has been in

operation during the last ten years. Both of these schools, located as they are in manufacturing villages, have reflected great credit on both the people and corporations, for their liberality and enterprise in sustaining the cause of education.

Palmer has, during the past three or four years, had its high school, kept successively in different parts of the year, in three villages of the town. Holyoke also has had a school of a higher grade.

In the early settlement of Berkshire County, the same care for schools is observable as has been noticed elsewhere. In the grant of the township of Pittsfield to the town of Boston in 1785, a lot of land was set apart, designed to furnish funds for their support. The town receives, at present, about \$120 yearly, from lands thus appropriated more than a century ago. It is not easy to determine how soon a school was opened, but from the grant to which allusion has just been made, it may be reasonably inferred that there was no delay in providing means of instruction. But the movements for the erection of a school house seem to have been made in 1761. It was then proposed to erect one at each end of the town. Two years after, it was voted to build three school houses, one twenty-two feet square; the other two, seventeen, with four windows of 12 panes of glass. Thirty-six pounds were voted for building them. Rapid advances are evident soon after, for, in 1773, one hundred pounds were granted for the support of schools. Liberal grants have been made in subsequent years, and since 1799, appropriations have been made by the town for a grammar school. During several years past, a high school has been in very successful operation. The enterprise of Pittsfield has been conspicuous in the cause of education, as in every branch of business. Not only have her public schools been generously sustained, but in private institutions few places in the commonwealth have equaled this town.

The first incorporated literary institution in Pittsfield was the PITTSFIELD FEMALE ACADEMY. An association, formed in 1805, for the establishment of this institution, was incorporated in 1807. The buildings were in South street—the same now occupied by Miss Clara Wells, with a large building, once a church, which was used as a

chapel and school room. It stood then where the South Church now stands, but has been removed and burned. The school went down after a few prosperous years, but was revived in 1827, and for about ten years enjoyed a considerable degree of prosperity, under the successive administrations of Messrs. Eliakim Phelps, Jonathan L. Hyde, Nathaniel S. Dodge, and Ward Stafford. In this school, a large proportion of the female members of the old families of Pittsfield were educated. The PITTSFIELD SEMINARY FOR YOUNG LADIES, of Miss Clara Wells, succeeded this, and has been increasing in popularity until the present time.

In 1826, the late Lemuel Pomeroy of Pittsfield, purchased the cantonment grounds, which had, for many years, been held by the U. S. Government for military purposes, erected upon them two spacious brick buildings, and established a boys' high school, under the name of the PITTSFIELD GYMNASIUM. The principal was Prof. Chester Dewey, a son-in-law of Mr. Pomeroy, formerly Professor of chemistry in Williams College, and the Berkshire Medical College, and now of Rochester, N. Y. Paul Dillingham established a successful boarding school for boys in the large house on South street, now occupied by Dr. Reed. It was continued by Rev. J. A. Nash, and under the name of the Pittsfield Gymnasium, by Edward G. Tyler, A. M. It closed some five years since. Rev. Wellington H. Tyler established the PITTSFIELD YOUNG LADIES INSTITUTE in 1841, on the premises formerly occupied by the Berkshire Gymnasium, (the cantonment grounds on North street.) The two buildings erected by Mr. Pomeroy were renovated and beautified by Mr. Tyler. A beautiful Grecian chapel was erected by him, as well as a gymnasium, which is probably the best building of its kind connected with any school in America. Mr. Tyler also added to and greatly adorned the grounds. In 1853 he sold the entire establishment to Rev. J. Holmes Agnew, D. D.

The BERKSHIRE MEDICAL COLLEGE, located in this town, was incorporated in 1823. It had its origin in the enterprise and liberality of a few individuals. It was for a time connected with Williams College, by which Medical degrees were conferred, under regulations similar to

those recognized by the University of Cambridge. The Legislature has granted privileges to this institution, and some pecuniary aid, which have greatly benefited it. The number of students it has averaged annually has been about 100. Within a few years, the old edifice has been burned, and a new and improved building has been erected. The institution is now under superior arrangements, and is on a firmer footing than ever before. Since 1837, by an act of the Legislature, it constituted an independent Medical College, and degrees are conferred by the President, Trustees and Faculty of the Institution. It has a Board of Overseers consisting of the Trustees of the Institution, the President and Secretaries of the Massachusetts Medical Society, the Senators of the Commonwealth from the four Western Districts, *ex-officio*, and other distinguished gentlemen from various parts of the Commonwealth. It is recognized, therefore, as a State institution.

In a large number of the more populous towns in Berkshire County, there have been, since the commencement of the present century, academical institutions, or excellent private schools, affording instruction of a higher character than could be obtained in the common schools. Thus education has been very generally diffused, and while none have been left in ignorance, many have become distinguished in the higher walks of literature, and have exercised a controlling influence in the Commonwealth and throughout the whole country.

Lenox has an Academy, incorporated in 1803, known at its commencement by the name of "Berkshire Academy," but it was soon changed to LENOX ACADEMY. This institution has done good service, and exercised a favorable influence in its day.

Stockbridge and Great Barrington have been distinguished for their excellent private schools, of an academical character. That recently relinquished by E. W. B. Canning enjoyed the instruction of a gentleman of superior taste and qualifications as a teacher. The academy in the latter place acquired considerable notoriety under the direction of James Sedgwick, as well as the boarding and day schools under the charge of Misses

S. and N. Kellogg, and another under the direction of Miss Mary Woart.

The academy in Hinsdale is a recent institution, but has enjoyed a good degree of prosperity thus far. WORTHINGTON ACADEMY, just over the line in Hampshire County, was for many years the "Mountain Seminary," but has ceased to exist.

Franklin County, a part of Hampshire until 1812, bears a close resemblance in its educational features to those already described. Its inhabitants are industrious, love their home, and cherish every privilege tending to increase their enjoyment and enhance its attractions. Hence the influence of the church and school have been objects of their special care from the first settlement. The common school, although not so elevated in its character and attainments as in other portions of the State, where the population is more dense, has afforded privileges sufficient to render the whole community intelligent, and impart business qualifications of a high order. The character of its academical and private schools is similar to those already described.

Deerfield, the oldest town in the County, has long enjoyed the advantages of DEERFIELD ACADEMY, which has been favorably known in the community. Located in one of the most lovely villages in the valley of the Connecticut, provided with apparatus and other facilities, and favored, as it has been, with many teachers of high qualifications, it has performed good service in the cause of education.

Greenfield, prior to 1753, was a part of Deerfield. In November, 1749, the sum of 30 shillings, old tenor, was granted *per week* to the school dames at Green River, for their services. This apparently liberal compensation was owing to the great depreciation of the currency. A further illustration of it was furnished in the increase of the minister's salary, to correspond with the rate of depreciation. In 1747, it had been raised from £130 to £450; in 1748, to £800. A committee was chosen to provide the district with a school and school house. In 1763, a vote was passed to "hire a school the year round." In 1764, £13 6s. was raised for schools, to be divided on the scholar. There were at that time only three districts in the town.

In 1767, there were seven, and "but one school master, and he to move to each district according to ye proportion, and to have a school dame the other six months, and she to keep school in ye several districts according to their proportion. All the masters and dames that are improved, to be approved by the selectmen." Twenty pounds were raised for schools, and the meeting house was glazed.

The "HIGH SCHOOL FOR YOUNG LADIES" was established in 1828, and remained under the charge of Rev. Henry Jones of Hartford, Conn., until about 1840. The location of this school, and the conveniences connected with it were such as have rarely been found in any institution of similar character. It enjoyed great favor in the estimation of the community for many years, received pupils from every section of New England, and many from other States. It embraced an extensive course of study, and was thoroughly instructed. The school declined after Mr. Jones left, and ceased after a few years.

An institution for the education of females in all the branches usually taught in high schools has been in operation since about 1837, under the instruction of the Misses Stone, daughters of Rev. Dr. A. F. Stone, and has been well sustained. It has the character of a thoroughly instructed school.

The FELLEBERG SCHOOL, commenced some twenty years ago, was designed to test the practicability of uniting study and manual labor, both for the sake of providing suitable exercise, and relieving the expenses of the student. James H. Coffin, a graduate of Williams College, an excellent mathematician, and a good instructor, had charge of the literary department. The experiment was brief and unsuccessful. The building erected for the institution is now occupied by the central district for a series of graded schools.

FRANKLIN ACADEMY, at Shelburne Falls, was incorporated in 1833. It has been more largely patronized than any other literary institution in the county, in the same length of time. It is under the direction of the Baptist denomination. Rev. John Alden, from its commencement and for many years, was its principal. It became embarrassed by an effort to erect new buildings to provide for the increasing number of students, and to connect with it



a manual labor department, but by the liberality of the Messrs. Lamson, whose enterprise has done much for the flourishing village of Shelburne Falls, the institution recovered, and has enjoyed a high degree of prosperity for several years. In 1847, a new charter was obtained, and the school started with renewed energy with the name of Shelburne Falls Academy. It has recently been proposed to raise a fund of \$50,000, in order to place the school on a firm foundation, and to furnish advantages equal, at least, to the best afforded by any similar institution. H. A. Pratt, A. M., is now principal, aided by five assistants. A three-years course of study is contemplated, and it is proposed to change the name to "THE LAMSON CLASSICAL AND SCIENTIFIC INSTITUTE."

NEW SALEM ACADEMY is one of the oldest in the Western Counties, having been incorporated in 1795.—The NORTHFIELD INSTITUTE was started some years since, as an experiment to establish a manual labor school, but did not succeed. "GOODALE ACADEMY," in Bernardston, was incorporated in 1833. Rev. Vinson Gould was its first principal, and Pliny Fisk, A. B., has charge of it at the present time. It has done valuable service, in an unpretending way, to the town where it is located and those in the neighborhood.

WILLIAMS COLLEGE was the second institution of the kind established in this Commonwealth. Col. Ephraim Williams, from whom it derived its name, and by whom it was endowed, was born in Newton, near Boston, in the year 1713. He lost his life in an expedition against the French, September 8th, in the year 1755. On the 22d of July previous, he made his last will in which, after making certain provisions, he ordered "that the remainder of his lands should be sold, at the discretion of his executors, within five years after an established peace; and that the interest of the moneys arising from the sale, and also the interest of his notes and bonds should be applied to the support of a *Free School*, in a township west of Fort Massachusetts, provided, \* \* \* \*." The property was sold, and the funds were allowed to accumulate until 1785, when the executors applied to the General Court for an act to carry into effect the will of the testator. An act was accordingly passed, incorporating a *Free*

*School* in Williamstown, and nine gentlemen were named in the act as trustees of the fund and the school, who voted in 1788 to erect a school house. The Legislature granted them a lottery which yielded about \$3,500; the inhabitants of the town raised about \$2,000 more towards the building, and in 1790, the brick edifice (now the west college,) was completed. Its dimensions were 82 feet in length, 42 in breadth and 4 stories in height. The "*Free School*" was opened October 20, 1791, under the instruction of Rev. Ebenezer Fitch, previously a tutor in Yale College, and a graduate of the same. Mr. John Lester was his assistant, and an usher was afterwards added. There were two departments, an academy or grammar school, and an English free school. In the former were taught all those branches comprised in the course of education in the colleges. A yearly tuition of thirty-five shillings was charged. The latter was chiefly composed of boys from the higher classes in the town schools, to whom instruction was given in the common English branches.

A disposition to convert the *Free School* into a College became evident immediately after its commencement. Accordingly, at a meeting of the trustees in May, 1792, a petition was prepared to be sent to the General Court at its next session, asking that such a change might be effected. This petition, after setting forth the desirableness of the object, concludes with this prayer: "Your memorialists therefore humbly pray your honors that the Free School in Williamstown may be incorporated into a College by the name of WILLIAMS HALL, and that the nurturing and liberal hand of the Legislature may be extended to it by a grant of land in the Easterly part of the Commonwealth, or in such other way as to your honors may seem fit." The petition was successful, and thus commenced the career of this important and useful institution.

The property vested in the free school was transferred to the College, and a grant of \$4,000 made from the State Treasury for the purchase of a library and apparatus. Dr. Fitch was appointed President of the College, and entered upon his duties in October, 1793. The English Free School was discontinued, but the academy continued until 1806. The first Commencement was held September 2, 1795. Samuel Bishop, John Collins, Chancy Lusk, and

Dan Stone received the first honors of the institution. Chancy Lusk took the valedictory. In May, 1796, the Legislature granted two townships of land, which were sold for \$10,000. A catalogue was published in 1795, containing the names of 77 students. According to Dr. Robbins, the antiquarian, this was the first catalogue of the members of a college ever printed. In 1805 and 1809, two other townships of land were granted, of which the avails were about \$10,000. Until the year 1808, great prosperity attended the College. In 1804 there were 144 names of students enrolled upon its catalogue. Its library contained over 2,000 volumes. In the Spring and Summer of 1808, a difficulty arose between the students and the faculty, on account of the unpopularity of some of its officers, which seriously interfered with its progress and success. The four classes then in the college produced more graduates than any four classes down to 1834. The decline of the institution continued, and in 1815, Dr. Fitch tendered his resignation to the trustees. In justice to President Fitch, it should be stated that the unfavorable condition of the college was rather the result of the injudicious action of one of its professors, than any other cause. Dr. Fitch died in Bloomfield, N. Y., March 21, 1833, aged 76 years.

Rev. Zephaniah Swift Moore, Professor of Languages in Dartmouth College, was elected President of Williams College in 1815. At a meeting of the board of trustees, in the same year, a committee of six persons was appointed to take into consideration the subject of removal of the college to some other part of the Commonwealth. This committee reported adversely. The idea had been broached, however, and Dr. Moore appearing to be convinced, from the day of his inauguration, that the college could never prosper in its present location, urged very earnestly its removal. During the six years that Dr. Moore was connected with the college, the subject of removal was earnestly agitated, and two-thirds of the board of trustees were in favor of it. Under these circumstances, many students left the institution, while few new ones became members, so that the second class under Dr. Moore's administration graduated only seven individuals. The opinion in favor of a change of location continued to gain strength. Not

only the trustees, but the faculty were generally in favor of it. At length, a special meeting of the corporation of the college was held in November, 1818, when, with slight opposition, it was "*Resolved*, That it is expedient to remove Williams College to some more central part of the State.

\* \* \* That in order to guide the trustees in determining to which place the college shall be removed, and to produce harmony, the following gentlemen, viz: Hon. James Kent, Chancellor of the State of New York; Hon. Nathaniel Smith, Judge of the Supreme Court of Connecticut; and the Rev. Seth Payson of New Hampshire, be a committee to visit the towns in Hampshire County, and determine the place to which the college shall be removed."

This committee reported to the board at Pittsfield in May following, that Northampton was the proper place to which the removal should be made. An address was issued to the people, setting forth the reasons for the proposed change of location; also a proposition was made to the trustees of Amherst Academy, requesting them to unite their charitable funds with the college, in case it was removed to Northampton, but it was rejected, unless they would change the location to Amherst. The president and others were instructed to petition the Legislature on the subject of removal, and request leave to effect it. This petition met with a spirited opposition from the citizens of the town and county, and by them a subscription of \$17,500 was raised and laid before the Legislature, which was to be paid in case the college should not be removed. The Legislature, after a long and boisterous discussion, decided against a change of location.

In the meantime, the inhabitants of Hampshire and adjoining counties had not been idle. Fifty thousand dollars had been already pledged by them, and pledged to the college in case of its removal. The expectation of establishing a college in Hampshire County had been created by this excitement, and the people of Amherst taking advantage of the opportunity, raised liberal subscriptions and erected buildings, with the design of obtaining a charter. Dr. Moore having stated his intention of resigning his office, it was immediately proposed to place him at the head of the new institution at Amherst. He accepted the invi-

tation, and left Williams College at the Commencement after the date of his resignation, July 17, 1821. He immediately went to Amherst, where he was inaugurated in the following September. He continued there but a short time, however. His death occurred within two years after leaving Williamstown, at the age of fifty-three years.

Rev. Edward D. Griffin, then a minister in Newark, N. J., was elected as the third president of Williams College, and he was inaugurated Nov. 14, 1821. The last half dozen years previous to this date will ever be remembered as a gloomy period by the friends of this institution. But from the appointment of Dr. Griffin, confidence revived, and the prospects of the college became more hopeful. The number of students began to increase immediately. The Berkshire Medical Institution at Pittsfield, was placed under its supervision—an Alumni Association was formed, to unite the influence and patronage of those who had been educated by it, for its support—its friends generally rallied, and raised a fund of \$25,000, which imparted new life and vigor to all its movements. Bequests were received from several individuals, affording several thousand dollars for the increase of the library, and the establishment of a fund for the benefit of indigent students. The Alumni, also, raised nearly \$5,000, the interest of which was to be expended for the purchase of apparatus and instruments. Great prosperity and valuable improvements marked the administration of Dr. Griffin. He continued to preside over the institution till 1836, when, from declining health, he was obliged to resign. In September of that year, he left Williamstown with expressions of deep sorrow and regrets on the part of the faculty, students and citizens generally. Dr. Griffin returned to Newark, where he died November 8, 1837, in the 68th year of his age, having been President of the college 15 years.

Prof. Mark Hopkins was unanimously elected as successor to Dr. Griffin, and was inaugurated in September, 1836. The present administration has been marked as one of great prosperity during the long period of nineteen years. Wise counsels and judicious action have imparted strength and integrity of character to the institution, from which its friends may reasonably indulge the highest anticipations for the future. During this period, great im-

provements have been made. The astronomical observatory—said to be the first erected on this Continent—was built in 1837, mostly through the instrumentality of Prof. A. Hopkins. The magnetic observatory was constructed and presented, together with the land on which it stands, to the college, by Prof. A. Hopkins. This, also, is said to be the first in this country. In October, 1841, the building known as "East College" was destroyed by fire. During the following summer, two new edifices, East and South College, were erected. In 1842, a full set of minerals of the State of New York was presented to the college by Prof. E. Emmons of Albany. On Wednesday, August 16, 1843, the society of alumni celebrated the semi-centennial anniversary of the founding of the college. The gathering was large and exceedingly interesting in its proceedings. Judge O. B. Morris of Springfield occupied the chair, as the first president of the alumni association.

Amos Lawrence, Esq., of Boston, in the year 1844–5 and 6, made munificent donations, amounting to nearly \$30,000. The library building, erected with a portion of these funds, was named LAWRENCE HALL.

Our limits will not allow the mentioning of many interesting particulars relating to this college. About 1810, Woodbridge Little of Pittsfield bequeathed \$5,500 to the college, for the benefit of indigent young men, studying for the ministry. The names of Samuel J. Mills, Gordon Hall, and others, will long be remembered as instrumental in the first missionary efforts, and the formation of the A. B. C. F. M. Association. They were members in the darkest period of its history. Mr. Hall graduated in 1808, and Mr. Mills in 1809. Nearly one half of the whole number of its graduates have become ministers of the gospel.

Ware looks after the education of her children as well as the running of her spindles. The first action respecting schools appears in 1757, when it was "Voted to Devid ye Peraish into two partes for a scool." In 1762, "Voted to Raies £12 for skoling. Voted that Eatch Quarter" (of the town) "shall Skool out there part within the year or be forfit." An excellent high school has been sustained there for a number of years, under the charge of Mr. Hunt.

**MT. PLEASANT CLASSICAL INSTITUTION, AMHERST.** This school, designed exclusively for boys, was established about the year 1827, on the plan of the German Gymnasium, under the charge of Chauncey Colton, D. D., and Francis Fellows. The location was about three-fourths of a mile north of the colleges, on one of the loveliest sites in the Connecticut Valley. It acquired great fame in a short time, but soon declined, and in a few years was abandoned. The buildings, which were very commodious, were occupied in 1835 by Rodolphus B. Hubbard, for a manual labor school. About 1847, Rev. J. A. Nash, formerly located in Pittsfield, purchased the premises, and started a boarding school for boys, which is now one of the best schools of that class in this section of the State.

**AMHERST ACADEMY.** In the year 1812, a subscription was started by Samuel F. Dickinson and Hezekiah W. Strong, for establishing an academy in Amherst. With the funds raised, a brick edifice was erected. Success attended the enterprise, and at the session of the Legislature in 1816, an act of incorporation was obtained. Among the names of the board of trustees, given in the act, appears that of Noah Webster, who was then residing in Amherst, and who, subsequently, was one of the earliest projectors and benefactors of Amherst College. The academy was sufficiently prosperous to answer the general object for which it was established; but there seemed to exist in the community a solicitude to know what measures might be adopted to accomplish greater results.

**AMHERST COLLEGE** took its first inception from this point. In the year succeeding the incorporation of the academy, Rufus Graves submitted a plan for increasing its usefulness, by raising a fund for the gratuitous education of pious young men for the ministry. It was proposed "to establish a professorship of languages, with a permanent salary, equal to the importance and dignity of the office." The plan was not favorably received, and was soon abandoned. The basis of a single professorship was deemed too narrow to accomplish what the exigencies of the times and the church seemed to demand. The committee appointed to devise a plan of operations, in accordance with the advice of friends in various parts of the commonwealth, determined to enlarge their plan, and lay

the foundation of a collegiate institute, separate from the academy. In 1818, they had proceeded so far as to present a constitution and system of by-laws, in which it was stipulated that the sum of \$50,000 should be raised, and sacredly kept as a charity fund, five-sixths of the income to be appropriated annually for the classical education of indigent pious young men for the sacred profession, and one-sixth to be added to the principal for its perpetual increase. A convention of ministers and delegates from the old county of Hampshire and the Western part of Worcester County, in which *thirty-six* towns were represented, met in Amherst to consider the expediency of establishing a "charitable institution," on the basis already named. On the 30th September, they reported in favor of "establishing a religious and classical institution, on a charitable foundation, in the town of Amherst, and recommended that suitable measures be adopted by the trustees of Amherst Academy for the establishment of a *college*, in connection with the charitable institution, possessing all the advantages of the other colleges of the Commonwealth, and that arrangements be made to open the institution as speedily as possible." This report, after a free discussion, was adopted by a large majority of the convention.

On the 20th of the same year, at a special meeting of the trustees, a committee was appointed to confer with the trustees of Williams College, relative to the union of the two institutions. The proposition of a union met with no encouragement. As the trustees of Williams College had already "resolved that it was expedient to remove their college on certain conditions"—and as the committees appointed by them, with full powers to fix a location, had decided in favor of Northampton, and they were only awaiting the decision of the General Court for leave to remove to that place, the trustees of Amherst Academy suspended their action, to learn the result. The petition of the Williams College trustees was rejected.

The trustees of Amherst Academy resolved immediately to carry into execution the plan already sanctioned by the convention. Under the most discouraging circumstances, for want of means, such were the exertions of the board, the committee and friends of the institution, that in *ninety* days, the South edifice in the range of buildings, one hun-



dred feet long and four stories high, was ready for shingling. The corner stone of this building was laid August 9th, 1820, by Rev. Dr. Parsons, president of the board, and a highly appropriate address was delivered by Noah Webster, LL. D. In November, 1820, at a special meeting, the trustees resolved to establish professorships in the three departments of languages, rhetoric, and mathematics and natural philosophy. May 8, 1821, Dr. Zephaniah Swift Moore, president of Williams College, was elected president, and it was voted at the same meeting that the institution should be opened on the third Wednesday of September. Dr. Moore was inaugurated on the 18th of September, 1821. The number of students at the opening of the institution was 53, arranged in four regular classes. Application was made for a charter in 1823, but it met with little favor. In June (30th,) of the same year, a most calamitous event befell this infant seminary, by the sudden and unexpected removal of the president by death. Without funds—without a charter—without a head to direct, its future prospects were, indeed, shrouded in gloom.

Rev. Heman Humphrey was elected in July to fill the office thus rendered vacant, and was inaugurated October 15th, 1823. Though the petition of the trustees had been twice rejected by the General Court, they still persevered, and after a severe struggle, a favorable report was obtained. The charter was granted February 25th, 1825. A board of seventeen trustees, consisting of seven clergymen and ten laymen, was named in the instrument. It was claimed that the Commonwealth should be represented in this board because it would be the duty of the Legislature to endow it, and the State ought to have some oversight of its funds. But, notwithstanding the repeated applications of its friends for appropriations, not a dollar was ever received from the State, till nearly a quarter of a century had passed after the charter was granted. From the time the act of incorporation was received, the history of Amherst College actually dates its beginning. Dr. Humphrey remained at the head of the institution till April 15th, 1845. During this long administration, he performed signal service for the college, for which its friends owe him a large and lasting debt of gratitude. He carried it through

some of its severest trials, threw light around its path in its gloomiest hours, and withdrew from it while its course was yet "onward and upward." Rev. Edward Hitchcock was elected his successor, and most acceptably discharged the duties of his office until 1854, when he resigned. On the 22d of November, the same year, Rev. William A. Stearns was inaugurated in his place.

One condition on which Dr. Moore consented to become its president was "that the classical education to be given in the proposed seminary, should not be inferior to any of the New England Colleges." While it fully sustained the character desired in this respect, it has far exceeded all expectations in many others. First and most important of all, it has retained that religious element which was not less a fundamental principle in the designs of its founders, than it was in the plans of the puritans in laying the foundation of Harvard College. The whole number of graduates, up to 1854, was 1,084,—a larger number than the triennial catalogue of any other New England college shows, within the same period of time from its establishment. The "Charity Fund," which formed the basis of the institution, and now amounts to over \$50,000, has, during the last ten years, paid the entire term bills of from forty to eighty students, annually, who were preparing for the christian ministry. This aid is given to *all* who apply with proper testimonials. Previous to 1845, about 500 had been thus assisted. The college has been blessed with ten special revivals. Probably more than 500 of its graduates are already in the ministry, or in a course of preparation for it. Of these, 100 are now settled pastors in Massachusetts, and 45 have gone as missionaries to foreign lands. A table, carefully prepared by President Hitchcock, two years since, shows that it has furnished one-third more ministers per year, than Yale, twice as many as Middlebury, Williams, Dartmouth and Harvard colleges, and three times as many as any other Northern college. In a pecuniary point of view, great encouragement has been afforded within a few years. The largest early contributors to Amherst College were Adam Johnson of Pelham and Nathaniel Smith of Sunderland. The largest recent contributors have been Samuel A. Hitchcock of Brimfield, John Tappan and David Sears of Bos-

ton, and Samuel Williston of Easthampton. But the latter has been the most munificent patron, and his gifts cannot have fallen much short of \$60,000. The Trustees once voted to confer his name upon the institution, but were unable to obtain his consent, at least for the present. It is believed the time will yet come when the name of this benefactor will be united with the college, as it is now engraven on the grateful hearts of its friends. Rev. Dr. Vaill, now of Somers, Conn., accomplished much in his strenuous efforts to procure funds for the College, during its severe pecuniary struggle. Help has recently come from the Government, in the sum of \$25,000, half of which is to be appropriated to extinguish debts, and half to endow the "Massachusetts Professorship of Natural History." During the two years preceding 1848, a series of important and extensive improvements was commenced. Among the first was the erection of a building for a new cabinet of natural history, in connection with an astronomical observatory. Through the generous efforts of Josiah B. Woods of Enfield, and the liberality of more than forty gentlemen of the Commonwealth, nearly \$8,000 were subscribed, and a beautiful edifice was completed and dedicated in 1848. As a consequence, rich and beautiful contributions have been bestowed by Professors Shepard and Adams, in mineralogy, geology, conchology, &c. Of the zoological cabinet, collected chiefly by Professor Adams, Professor Agassiz says: "It is my opinion that these collections will forever be a prominent ornament of the college of Amherst. I do not know in the whole country a conchological collection of equal scientific value."

A beautiful library building was erected in 1853, of the Pelham gneiss, and is essentially fire-proof. It is two stories high, containing the college library, consisting of some 10,000 or 11,000 volumes. This building, and some \$10,000 for books, began with a donation, for the purpose, of \$1,000, by George Merriam of Springfield. The architect of both the cabinet and library was Henry A. Sikes of Springfield. The history of this institution and the noble efforts of the men who originated and have successfully conducted it onward through adversity and prosperity to its present elevated position, deserve the ablest pen and the amplest space.

Through the first 150 years or more of the educational history of Western Massachusetts, much instruction was given by ministers. Of one who still remains, Rev. Dr. Cooley of Granville, an interesting chapter might be given. His school education commenced in 1777. He says, "the only school books were Dillworth's spelling book, the primer and the bible. The furniture, as I recollect, was a chair for the master, a long hickory and a ferule. Reading, spelling, a few of the business rules of arithmetic, the catechism and writing legibly, was the amount of common school education for sons; and for daughters, still less.—The luxury of a slate and pencil I never enjoyed till I entered college. Previous to 1796, no academy existed in Western Massachusetts, except a well endowed institution at Williamstown. In the Autumn of 1796, I commenced my family school. Probably as many as 800 have been under my tuition, and as many as 60 or 70 have entered the ministry; others have been high in office and members of Congress, &c. I have had between 20 and 30 under censure (rusticated) from colleges. A few lads have been sent me that were irreclaimably reckless. Almost without exception they *died in their teens!*" Dr. Cooley had a remarkable tact in influencing those under his care by moral suasion and kind address. He has performed a great work as a teacher as well as minister.

During this period, education was rather diffused among the masses than elevated in character. It imparted a vigorous constitution of mind to the community, but did not create that enterprising spirit and executive power that has since characterized New England, and, through it, the nation.

A second era began with the present century, when academies came into vogue, and private schools began to take a more elevated rank. The reciprocal influence of these and the better class of public schools wrought favorably upon each other, until about the year 1836.

The third period then commenced, which may be fairly termed "the Reformation." It was distinguished at the outset by the organization of the Board of Education, appointment of secretary or general superintendent of schools throughout the State, and establishment of normal

schools. During this time, public schools have assumed an entirely new character, all other higher institutions have been stimulated to renewed efforts, and the effect is visible in every department of enterprise in the community. To Horace Mann, who rough-hewed and framed the system, and Rev. Barnas Sears, D. D., who is still "casting up" and rendering smooth the great thoroughfare of education, through which the nations are to pass, be all praise for what they have done!













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